

875 MADISON AVENUE, NEW YORK 22, N.Y.

[illegible]

DATE: 1-20-2007, 11.5

SECRETARY OF COMMERCE
WASHINGTON

Hon. Burke Marshall
Department of Justice
Constitution Ave. & 10 St. N.W.
Washington, D. C.

Enclosed please find copy of a telegram received this morning, which is more than somewhat contradictory to the letter I furnished you of February 7th.

Sincerely,

Morris
Morris B. Abram

Enclosure

~~Attorney General~~

② El Gullman

This is a surprise.
Time has turned back.

CLASS OF SERVICE

This is a fast message unless its deferred character is indicated by the proper symbol.

**WESTERN UNION
TELEGRAM**

97-1201 (1-75)

SYMBOLS

DL = Day Letter
NL = Night Letter
LT = International Letter Telegram

The filing time shown on the date line on domestic telegrams is in local time.

The filing time shown on the date line on international telegrams is in GMT.

AHA360 AH-NA687

PD VUX NEW YORK NY 16 538P EST

MORRIS B ABRAH

PAUL WEISS RIFKIND WHARTON AND GARRISON 575 MADISON AVE
NYKTHE EDITORS OF TIME MAGAZINE HAVE RECEIVED YOUR LETTER PLAN:
TO PRINT EXCERPTS FROM IT IN THE LETTERS SECTION OF THE ISSUE
DATED FEB 22

NANCY FADER LETTERS EDITOR

22

(27).

Form No. 01-000
(Rev. 8-1961)

DEPARTMENT OF JUSTICE
ROUT. SLIP

TO	
NAME	BUILDING AND ROOM
1. <u>The Attorney General</u>	
2. <u>Ed Cochran</u>	
3. <u>Burke Marshall</u>	
4.	
5.	

<input type="checkbox"/> SIGNATURE	<input type="checkbox"/> COMMENT	<input type="checkbox"/> PER CONVERSATION
<input type="checkbox"/> APPROVAL	<input type="checkbox"/> NECESSARY ACTION	<input type="checkbox"/> AS REQUESTED
<input type="checkbox"/> SEE ME	<input type="checkbox"/> NOTE AND RETURN	<input type="checkbox"/> NOTE AND FILE
<input type="checkbox"/> RECOMMENDATION	<input type="checkbox"/> CALL ME	<input type="checkbox"/> YOUR INFORMATION

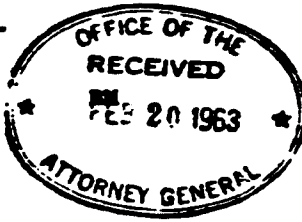
☐ ANSWER OR ACKNOWLEDGE ON OR BEFORE _____

☐ PREPARE REPLY FOR THE SIGNATURE OF _____

REMARKS

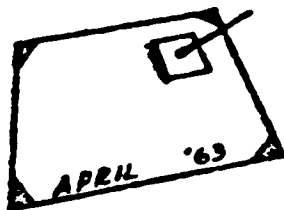
19 February

This is a surprise. Time has turned honest.

RC

FROM	
NAME	BUILDING, ROOM, EXT., DATE

newsletter from the *Alabama Council on Human Relations, Inc.*



*from the desk of
your Executive Director.....*

IN THE NAME OF COMMON SENSE. . .

. . . a clipping from the Clemson Tiger states that Clemson students have taken a clue from Moliere, who wrote with an ageless touch: "Good sense avoids all extremes, and requires us to be soberly rational we must yield to the times without being too stubborn."

If you criss-cross Alabama, you get the impression that rational people realize that change is the law of life, and technology is accelerating the tempo across the boards. Alabama's changing too, from what used to be an agricultural state to an industrial state. More and more people think that industry is the answer to our economic needs. Hand in glove with this change is the Negro's desire for a change in human relations, and now that the courts are closing up the legal loopholes, change in this vital human area appears inevitable.

What's behind it?

A businessman last week told me he thought the Negro's desire for justice and equality of opportunity stems from the fact that the New Testament they've been



reading omits any mention of skin color and states that Jesus taught that God loves every human being. "They believe it, and I guess it's a pretty good point of departure." Maybe the next time I see him, he'll be ready to enlist with the Alabama Council on Human Relations, because he said:

"People have got to start thinking with their heads instead of their emotions, and face up to inescapable fact that there are changes coming."

. . . each of our affiliated local councils know their own communities better than anyone else, of course, but it seems to me that we need to avoid empty sloganeering and get people to accept the inevitability of change. Once they accept it, the only choice is whether Alabama and Alabama communities make the change the hard way or the easy way.



The hard ways have been in the headlines, and reasonable people know that violence hurts everybody, and also hurts the pocketbook; scares off payrolls and chokes economic growth.

There's no easy blue print of the easy way, either. People have an inbuilt resistance to change that only intellect can overcome. But it appears to be good common sense to sit down and talk about some of the things that cause racial tensions. Opening up channels of communication can't hurt, and can't fail to help. If the Alabama Council can help people to face the fact of change, to choose between the hard and easy way, and then to sit down and talk with human beings about solutions . . . well, it will have made a vital

a color and status that
human being. "They believe
- maybe

contribution to the welfare of our state.

ALABAMA COUNCIL ACTIVITY

... when the government filed its "impacted area desegregation suits" in Mobile Federal Court, the Mobile Chapter of the Alabama Council joined with other groups that issued a joint call:

1) . . . to all civic club members, churchgoers, and club-women, to pass and endorse resolutions urging all American citizens in our area to fulfill their duties as responsible, law-abiding persons, and to maintain sanity, respect for law and order, and observance of the orderly processes of democracy in settling whatever disputes may arise in this crisis.

2) . . . on the City and County governments to take a strong stand on the problem of controlling lawless and violent elements who might endeavor to make our community the battleground for their ideological differences; also to implement this strong stand by establishing a City Committee on Friendly Relations to promote good-will and understanding between the different racial groups in the area.

3) . . . on the Chamber of Commerce, the Business and Professional Leaders of the community, the School Board, the School Administration, the principals, the parents, the teachers and students in our schools to carry us through this crisis without allowing it to degenerate into the disasters that have befallen Little Rock, New Orleans, and Oxford, Mississippi.

... and at a meeting in the Mobile Chamber of Commerce building, Dr. Paul Anthony, director of field services for the Southern Regional Council, told how Atlanta met its desegregation crisis without the slightest taint of violence.

... accepting the challenges of keeping pace with the changing patterns of merit employment . . . the Huntsville Council sponsored a workshop on equal employment opportunity.

"I'm sure glad I came" . . . "This workshop has been a big help to me". . . and other similar statements were made by men representing management at the workshop.

"We've got several people studying the general employment picture; others in the council are going to be working with companies interested in hiring the best man for the job . . . looking at his education, his experience and general fitness

for the job . . . instead of his skin.

JOKES:

I guess a couple of hundred jokes have been devised about Meredith's admission to Ole Miss. And it's inevitable that the jokesters are now working on Gantt's admission to Clemson. Some of the jokes are too ugly to repeat, but the other day I heard one that I believe will get a chuckle from both races.

It seems (as the joke goes) that Gantt decided to report for football practice at Clemson, and Coach Frank Howard was upset to get the word that there would be a Negro on his squad. So Howard decided to give Gantt the works, and see if the Negro couldn't be discouraged in his football aspirations.

The coach assembled all his white boys, and said, "Now I'm going to ask Gantt to punt the ball, and just as he gets off the kick, you guys clobber the colored boy."

So Gantt took a pass from center and punted the ball 80 yards. He was clobbered, all right but he managed to pick himself up.

"Okay", Howard whispered to his white squad. "This time, we'll make Gantt pass the ball, and you guys go in there and murder that colored boy."

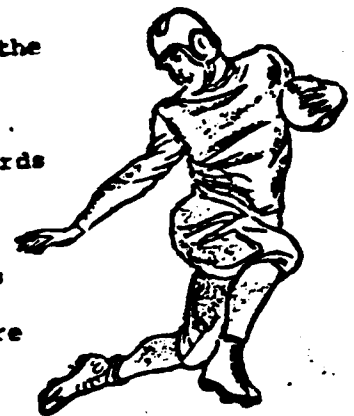
Gantt got the ball and passed it 60 yards down field, into the arms of a racing receiver.

"All right", Howard told his men, "this time we'll boot the kickoff to Gantt, and you fellows clobber that colored boy before he has a chance to move."

Well, the kickoff went to Gantt, who sidestepped a host of tacklers and twitted all the way down the field for a touchdown.

"Gee, Coach," one of the white players said, "what'll we do this time to get rid of that colored boy?"

"Colored boy?" Howard asked innocently. "What colored boy?"



Teaching Communism

The cold war is a hard fact of the times. To wage it, which is to try to lead a productive national life despite its heavy demands, Americans must know what it is. To this end a consensus has come into being that communism should be taught in the schools. However, according to educators who have studied the matter, many of the programs so far developed have been marred by hysteria or pedantry. Furthermore, in a number of places the impetus for teaching communism has come only from groups on the right whose dislike of communism is not properly balanced—in our opinion—by a full appreciation of democracy.

Hence it is reassuring that, belatedly, representative and responsible groups of Americans are starting to contribute their resources. A few days ago, for instance, there was issued a teacher-training syllabus prepared at the University of South Carolina under the sponsorship of the American Bar Association. The apt title of this excellent syllabus, which avoids the fatal error of substituting indoctrination for information, is "Democracy and Communism in World Affairs." It is intended to serve the training centers which are springing up around the country to meet the rising demands of local communities for sensible instruction in communism. We hope that the syllabus, or something like it, will be made available to the many teachers who will not attend an institute, and to adult education programs and other interested groups as well.

Education in the nature, tactics and appeal of communism is too important to be done in a slipshod manner or to be left to any but the country's ablest citizens. It is entirely appropriate—and entirely American—for scholars, lawyers and professional educators to offer their prestige and their talents in this field.

GUIDE FOR TEACHER WORKSHOPS

DEMOCRACY AND COMMUNISM IN WORLD AFFAIRS

INTERNATIONAL STUDIES/UNIVERSITY OF

SPONSORSHIP OF

AN ASSOCIATION/STANDING COMMITTEE OF
AGAINST COMMUNISM

AMERICAN BAR ASSOCIATION

1948-1949

PRESIDENT

BRUNSON C. BROWN, JR., Federal Reserve Bank, New York, N. Y.

PRESIDENT-ELECT

WILSON E. QUINN, First Nat'l Bank Bldg., Omaha, Neb.

CHAIRMAN HOUSE OF DELEGATES

BRUNSON C. BROWN, JR., Federal Reserve Bank, New York, N. Y.

SECRETARY

JOHN D. CANNON, 116 W. Front St., Toledo, Pa.

TREASURER

OSCAR M. COHEN, Ford Bldg., Detroit, Mich.

ASSISTANT SECRETARY

OSCAR QUINN, JR., Bank of the Southwestern Bldg., Houston, Texas

ASSISTANT TREASURER

BENJAMIN E. BRUNSON, C & S Nat'l Bank Bldg., Atlanta, Ga.

BOARD OF GOVERNORS

THE PRESIDENT

THE PRESIDENT-ELECT

THE CHAIRMAN OF THE HOUSE OF DELEGATES

THE SECRETARY

THE TREASURER

THE ASSISTANT SECRETARY

THE ASSISTANT TREASURER

THE BOARD OF GOVERNORS

THE HOUSE OF DELEGATES

THE SECRETARY

THE TREASURER

THE ASSISTANT SECRETARY

THE ASSISTANT TREASURER

THE BOARD OF GOVERNORS

THE HOUSE OF DELEGATES

THE SECRETARY

THE TREASURER

THE ASSISTANT SECRETARY

THE ASSISTANT TREASURER

THE BOARD OF GOVERNORS

THE HOUSE OF DELEGATES

THE SECRETARY

THE TREASURER

THE ASSISTANT SECRETARY

THE ASSISTANT TREASURER

THE BOARD OF GOVERNORS

THE HOUSE OF DELEGATES

THE SECRETARY

THE TREASURER

THE ASSISTANT SECRETARY

THE ASSISTANT TREASURER

THE BOARD OF GOVERNORS

THE HOUSE OF DELEGATES

THE SECRETARY

THE TREASURER

THE ASSISTANT SECRETARY

THE ASSISTANT TREASURER

THE BOARD OF GOVERNORS

THE HOUSE OF DELEGATES

THE SECRETARY

THE TREASURER

1948-49

Standing Committee on Education Against Communism

MEMBERS: L. L. LAMAR, Chairman, 208 E. LaSalle St., Chicago 4, Ill.
 EDWARD L. HAYES, 111 Congress St., Durham, N. C.
 JOHN G. MCKAY, JR., Duke Federal Bldg., Raleigh, N. C.
 RAYMOND W. MURPHY, 415 First Church Bldg., Washington, D. C.
 WILLIAM C. MOTT, Dept. of the Navy, Washington, D. C.
 LORNE E. NICHOLS, 1250 Avenue of the Americas, New York, New York
 MARY T. MOTT, Investigation & Reorganization Service, Dept. of Justice, Washington, D. C.
 C. BERTHOLD KRAMER, 1421 Congress St., Philadelphia 2, Pa.
 JERRY E. HESSE, 315 Erie Ave., Cincinnati 4, Ohio
 JERRY KIRCHER, Northwestern Univ., Law School, Chicago 11, Ill.
 DAN H. SMITH, First Nat'l Bank Bldg., Jackson 1, Miss.

DEMOCRACY AND COMMUNISM IN WORLD AFFAIRS

Syllabus and Guide for Teacher Workshops and Seminars

Prepared by

THE INSTITUTE OF INTERNATIONAL STUDIES
UNIVERSITY OF SOUTH CAROLINA
COLUMBIA

Under the Sponsorship of

THE AMERICAN BAR ASSOCIATION
STANDING COMMITTEE ON EDUCATION AGAINST COMMUNISM
APRIL, 1949

COPYRIGHT © 1963 BY THE AMERICAN BAR ASSOCIATION
First published, April, 1963

FOREWORD

This Foreword to a suggested syllabus for teacher training in the field of Democracy and Communism in World Affairs has a specific purpose: to explain why the American Bar Association has concerned itself with education in this area and why and how the syllabus project came into being.

The legal profession's concern is both general and specific. The first object of the American Bar Association, as stated in its Constitution, is "to uphold and defend the Constitution of the United States and maintain representative government." It is our belief that the gravest threat to our national freedom and democratic form of government is the international Communist movement. If the ambitions of the Communist dictators are realized, our Constitution and representative government in America would be destroyed. In a broader sense, freedom under law would be destroyed everywhere. The preservation of this basic freedom—which embraces all of our cherished freedoms—has traditionally been within the unique competence and responsibility of lawyers and judges.

President John F. Kennedy, in his Special Message on Education submitted to Congress early in 1963, declared in part:

the twining course of the cold war requires a citizenry that understands our principles and problems. It requires skilled manpower and leadership to match the power of totalitarian discipline. It requires a scientific effort which demonstrates the superiority of freedom. And it requires an electorate in every state with sufficiently broad horizons and sufficient maturity of judgment to guide the Nation safely through whatever lies ahead.

In short, from every point of view, education is of paramount concern to the national interest as well as to each individual. . . .

It is obvious that our citizenry—including our youth in schools and colleges—must understand the nature and the seriousness of the Communist threat. This means more than an uncomfortable awareness that Communism threatens freedom in our country. The need is for widespread knowledge in some depth of the history, doctrine, objectives, and tactics of the international Communist movement, studied with an understanding and appreciation of our American principles of human dignity and individual equality under the law.

In focusing attention on the subject of Communism and its contrast with liberty under law, we are not unmindful of the broader

educational needs of our time. There have been profound transformations in the world—and particularly in America's position and responsibility—within the past two decades. Much has been said about the obsolescence of curricula in the physical sciences, mathematics and foreign languages—and happily, much is being done to meet the new and exacting requirements in these subjects. But there must be at least an equal concern for the adequacy of our education in the social sciences. And with it all, there is a compelling need to build in younger generations a greater understanding of the values and principles underlying our free society.

The need for more attention to the basic beliefs, systems, and long-term conflict between democracy and Communism deprivation has been repeatedly emphasized by American leaders. Former President Eisenhower said:

Competition for man's souls begins when they are students. This is why they must be taught to discern between the American form of government and the Soviet form.

Allen W. Dulles, a lawyer and former Director of the Central Intelligence Agency, was one of the first national leaders to emphasize the need for education in this field. He said:

We must far and wide in this country, more education on the whole history of the Communist movement. . . . We should not be afraid to teach the subject. The history of Communism and all of its works would have its own importance in the system. Let the facts speak for themselves.

Although the American Bar Association established a Committee in 1950 to study and report on Communist tactics, strategy and objectives, it was not until February, 1961, that its House of Delegates adopted significant resolutions dealing with the pressing need for education on this subject. In part these resolutions said:

We encourage and support our schools and colleges in the presentation of adequate instruction in the history, doctrines, objectives and tactics of Communism, thereby helping to build a greater appreciation of democracy and freedom under law and the will to preserve that freedom.

The action of the House of Delegates of the American Bar Association attracted widespread and favorable public attention. Numerous requests were received from Bar organizations, educational authorities and the public for advice and assistance as to what could be done to promote such a program.

In response to this demand, a special committee of the American Bar Association under the chairmanship of Lewis F. Powell, Jr., of Richmond, Virginia, prepared and published a pamphlet entitled *Instruction on Communism and Its Contrast with Liberty Under Law*. The release of the pamphlet was noted immediately and favorably in the press and in the *Congressional Record*. There were requests for copies from all states of the nation, and the increased use of the pamphlet was applauded. Although it was directed towards the need for instruction in depth on the subject of Communism at all levels of education, its emphasis—as a program in which the organized Bar might take a constructive part—was at the high school level.

At the time the Association first called for the teaching of the facts about Communism, the question being debated was whether there should be courses on this subject. The extent of progress in public awareness is indicated by the fact that the question today is how to teach such courses. Other organizations have played a leading role in achieving a consensus on the importance of teaching in this subject area. A major contribution, for example, was the combined effort of the American Legion and the National Education Association whose joint committee published a booklet entitled *Teaching About Communism: Guidelines for Junior and Senior High School Teachers in 1962*.

To strengthen and provide continuity of Bar effort in this field, the House of Delegates in August, 1962, amended its By-Laws consolidating the special committees into a permanent Standing Committee on Education Against Communism and directed it in part to "encourage and support our schools and colleges in the presentation of adequate instruction on the contrast between Communism and liberty under law."

Educational authorities, gratified and encouraged by the development of a public consensus favorable to the introduction in our school system of courses of study in this subject, emphasized to our Committee the need to offer training courses for teachers in the social science field to help them fulfill their classroom responsibilities. Several outstanding teacher workshops were held during the summer of 1962. A Workshop on Basic Issues in Citizenship, for example, was conducted by the Nine States Youth Citizenship Project and sponsored by the Commissioners of Education of the Nine Northeastern States and given at the Lincoln Filene Center for Citizenship and Public Affairs at Tufts University.

From the inception of its work the Committee was fortunate enough to rely on the advice and planning of its very able program director, Mr. Frank Rockwell Barnett. Mr. Barnett, a Rhodes scholar and former Wake Forest College professor, has for several years served as a visiting faculty member for the special Defense Strategy Seminar dealing with Communism and world affairs held at the National War College in Washington, D. C., for senior reserve officers, many of whom are themselves educators, lawyers, and members of Congress. Thanks largely to his efforts we met with some of the leaders in higher education who had directed and participated in the four programs in 1962. They included Dr. Richard L. Walker, Director, Institute of International Studies, University of South Carolina; Dr. Roger Swearingen, Director, Research Institute on Communism, Strategy and Propaganda, University of Southern California; Rev. R. J. Henle, S. J., Dean of the Graduate School, The Saint Louis University; Dr. Erving P. Shaban, Director of Summer Sessions, Vanderbilt University; and Dr. William Vandeell Elliot, School of Government, Harvard University.

The Committee's consultation and deliberation brought out the fact that whereas there have been some remarkably fine developments in the materials prepared for use in secondary schools and in the guidelines for teachers, there has been no source to which these underlying teacher training could turn for guidance and assistance. The Committee decided therefore to develop such a source, utilizing the experience and approaches of several universities where successful seminars and seminars had already been held. This volume, which it must be stressed is tentative, is the result.

The Committee has had the advantage of being able to secure the assistance of the faculty of one of the leading national centers for the study of international affairs in pulling the materials together. Under the direction of Dr. Richard L. Walker, the Institute of International Studies at the University of South Carolina has prepared this suggested model syllabus and guide for teacher training institutes and workshops. While the syllabus itself has been developed primarily out of the program at the University of South Carolina, it has incorporated where feasible materials and suggestions from other cooperating institutions. This volume also contains brief summaries of alternate approaches followed at the University of Southern California, St. Louis University, and Vanderbilt University. The unusual and responsible educators at all of these centers of learning gave freely of their knowledge and experience gained from their participation

tion in teacher institutes held last summer. Their cooperation during the course of the preparation of this volume was a source of inspiration to all of the members of the Committee.

Our Committee is privileged by this opportunity of writing to the role of supporters of these prominent scholars. This syllabus has been written, not for the purpose of being the final word, but as a meaningful document prepared by experts to be used and further developed as a tool by educators all over the country. It could not have been written without the fine cooperation of the many scholars who helped Dr. Walker.

We wish to express our appreciation for the advice rendered us by Dr. Richard I. Milner, Associate Director, Project on Instruction, National Education Association; Dr. John Kelley, Liaison Officer with the National Broadcasting Company's "Continental Classroom" for the American Association of Colleges for Teacher Education; Dr. Edward C. Pomerooy, Executive Secretary of the American Association of Colleges for Teacher Education; Dr. Merrill Harborton, Executive Secretary, National Council for Social Studies, National Education Association; Dr. Erving N. Hunt, Chairman, Department of the Teaching of Social Studies, Teachers College, Columbia University; Dr. and Mrs. Harry Overstreet, authors, lecturers and educational consultants; Dr. William R. Kintner, Deputy Director, Foreign Policy Research Institute, University of Pennsylvania; and Doctors W. Glenn Campbell and Stefan Pusawany, Hoover Institution of War, Revolution and Peace, Stanford University.

The efforts of the Standing Committee on Education Against Communism and the educational consultants mentioned have been brought to fruition in this publication through gifts and grants to the American Bar Association's Fund For Public Education which have been directed to this purpose. We express our deep appreciation for the generous beneficence of Mrs. Alan M. Seale of Pittsburgh, Pennsylvania; to the Directors and Boards of Trustees of The Richardson Foundation, Inc., of Greensboro, North Carolina and New York City; The Lilly Endowment, Inc., of Indianapolis, Indiana; and to the W. C. and Sarah H. Bradley Foundation, Columbia, Georgia. Had it not been for their interest and generosity, this publication would not have been possible.

The American Bar Association is sending this provisional edition without obligation to interested educators and educational institutions who have the prime responsibility for the training of our nation's teachers and who wish to provide specialized training for

teachers responsible for the education of our youth, preparing them better to understand and meet the challenges of this century and to "... guide this Nation safely through whatever lies ahead."

It is a source of real satisfaction to the Committee that whereas in the past there might have been controversy and even cause for worry about such an effort as this, there has been full agreement among responsible scholars and leaders of varying political persuasions that such an effort is not only desirable but is vitally necessary.

THE AMERICAN BAR ASSOCIATION

BRASSARD COMMITTEE ON EDUCATION AGAINST COMMUNISM

- | | |
|------------------------------------|---------------------------|
| Egbert L. Haywood | Marie T. Sosa |
| John C. McKay, Jr. | C. Brewster Rhoads |
| Raymond W. Miller | Irene S. Rhoads |
| William C. Moore | John Riddle |
| Louis B. Nichols | Dan H. Smith |
| Morris L. Leshman, Chairman | |

April, 1962

CONTENTS

Preface
By the American Bar Association Standing Committee on Education against Communism.

Introduction
By Richard L. Wilbur, Director, Institute of International Studies, University of South Carolina.

A Suggested Syllabus on Democracy and Communism in World Affairs:

Unit I Democracy and Communism: The Challenge of Communist Absolutism
The World Environment Today; The Revolution in United States Foreign Policy; Patterns and Goals of Modern Democracy; Totalitarian Communism: Characteristics and Dynamics; The European Background of Marxist Thought; Communist Dictatorship: Democracy and Communism in the Classroom.

Unit II Ideological Foundations of Communism: Marxism-Leninism and the Communist Political System
Marxism: Dualities and Contradictions; The Communist World View: Class Struggle, Imperialism, and Revolution; The Secret in Communist Theory: The Dictatorship of the Proletariat; The Legacy of Marx: Leninism vs. Democratic Socialism; Ideology and Power Realities: Substitution and After; Communist Dictatorship: Teaching About Communist Ideology.

Unit III The Means of Power: The Soviet Union
Totalitarian and Democratic Political Institutions: Comparison and Contrast; Power and Control in the Soviet Union; The CPSU: Soviet Society and Government; The Soviet Economy: Collectivism in Industry and Agriculture; Soviet Imperialism in Eastern Europe; Communist Dictatorship: Explaining the Communist System.

Unit IV Expansion and Decentralization: The Communist Powers Today
The Communist "Commonwealth": Images and Realities; Chinese Communism: New Dimensions of Political Control; Communist China: Imperial Aspirations; The Eradication of Foreign Conformity: Disagreements and Solutions; The Sino-Soviet Military Threat; Communist Dictatorship: Explaining the Dynamics of Communist Expansion.

CONTENTS—Continued

Unit V The Encounter: Nature of the Present Confrontation 211

The Cold War and The Balance of Power; Communist Attempts at Subversion in the United States; The Decline of Communism in the Industrialized West; The Challenge of Developing Nations; The Western Response: From Reaction to Action; Curriculum Discussion: Teaching the Total Nature of the Confrontation.

Unit VI Conflict and Competition: Strategy, Tactics, and Perspectives 265

Political Warfare in the Modern Age; Unconventional Warfare and the In-Between World; Education, Science, and Foreign Policy; Perspectives: National and International.

Suggested Assigned Readings from a Paperback Library 291

Alternate Approaches:

- A Workshop on the Theory and Application of Communism, Saint Louis University 297
- Institute on Communism, University of Southern California 299
- Institute on the Nature of Communism, Vanderbilt University 301

Bibliography:

- Books, Pamphlets, and Articles Listed in the Suggested Syllabus 205
- Selected and Annotated Bibliography of Recent Materials Prepared by Richard L. Miller 215
- A Note on Guides, Bibliographies and Visual Aids 225

Addenda:

- Administrative Suggestions by Richard L. Waller 231
- "Teaching about Communism in the Public Schools," an Address to the Annual Meeting of the Council of Chief State School Officers, Miami Beach, Florida, November 21, 1962, by Richard L. Miller 235
- Guest Speakers and Staff of Some Summer Institutes at Four Universities:

 - 1. University of Southern California 249
 - 2. Vanderbilt University 251
 - 3. The Saint Louis University 253
 - 4. University of South Carolina 255

As of September 1, 1963, copies of this syllabus under the title *Democracy Confronts Communism in World Affairs*, published by the University of South Carolina Press, will be available in paperback at \$1.00 per copy from the American Bar Association Publications Department, 1155 East 14th Street, Chicago 37, Illinois. Cloth-bound copies will be available at \$3.00 per copy from the University of South Carolina Press, Columbia, South Carolina.

UNITED STATES GOVERNMENT
Memorandum

Misc.
DEPARTMENT OF JUSTICE

TO : Burke Marshall
Assistant Attorney General
Civil Rights Division

DATE: May 29, 1963
GAM:pav
72-41-51 10,134

FROM : Gordon A. Martin, Jr.
AM Attorney

SUBJECT: Rankin County, Mississippi 1971(a)

While in Rankin County recently preparing for the trial of the case of United States v. Edwards, I had occasion on May 16 and 17, 1963 to pass by the United States Post Office in Brandon, Mississippi, the county seat. On both occasions I noticed in the front window of the Post Office a large poster advertising a meeting of the Brandon Chapter of the Women for Constitutional Government which was held on May 16, 1963. This is a right wing political organization which has as its local co-chairman, Mrs. John McLaurin, the wife of the state senator who is opposing Attorney General Patterson.

It seems to me that the use of federal property to advertise any political meeting is improper, and I submit this information to you for whatever reference to the Post Office Department you may feel it merits.

John Dolan:
Can we do anything
about this?
JD

THE POTOMAC INSTITUTE, INC.

1501 EIGHTH STREET, N.W. • WASHINGTON D. C. .

May 29, 1963

Hon. Burke Marshall
Assistant Attorney General
Civil Rights Division
Justice Department
Washington 25, D. C.

Dear Burke:

John Silard wanted you to have a copy of this memorandum he prepared and has spoken to you about. I hope to talk to you soon, but knowing how frantically busy you are, I have desisted up to now.

More power to you, and best regards.

Sincerely,

Harold C. Fleming
Harold C. Fleming
Executive Vice President

HCF:ENA
Enc.

F2